

TENTH ANNUAL REPORT

OF THE

South Carolina Institution,

FOR THE

EDUCATION

OF THE

DEAF AND DUMB, AND THE BLIND.

CEDAR SPRING, 1858.

COLUMBIA, S. C.:

STEAM-POWER PRESS OF R. W. GIBBES.

1858.



TENTH ANNUAL REPORT

- OF THE

South Carolina Institution,

FOR THE

EDUCATION

OF THE

DEAF AND DUMB, AND THE BLIND.

---

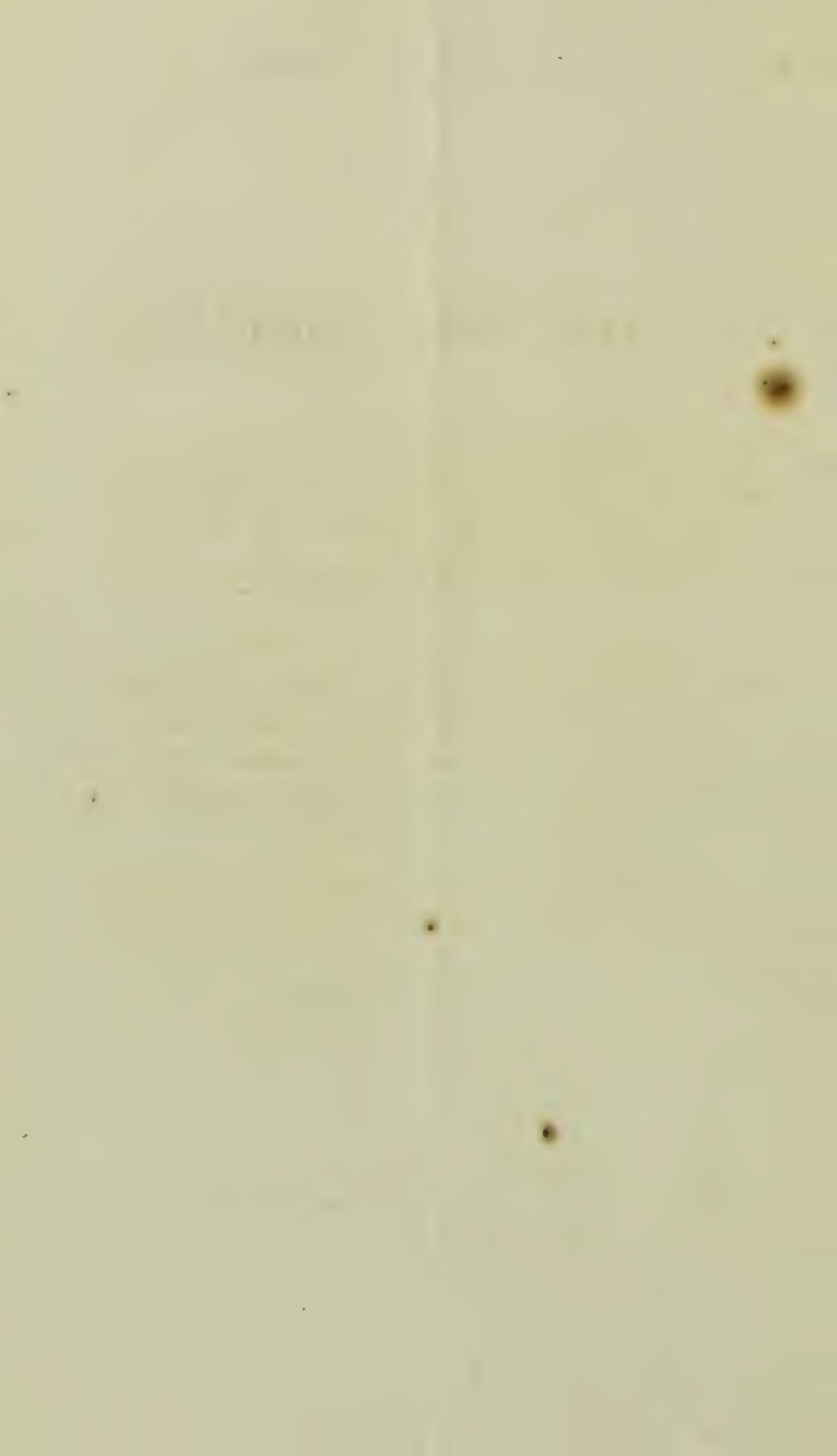
CEDAR SPRING, 1858.

---

COLUMBIA, S. C.:  
STEAM-POWER PRESS OF R. W. GIBBES.

---

1858.



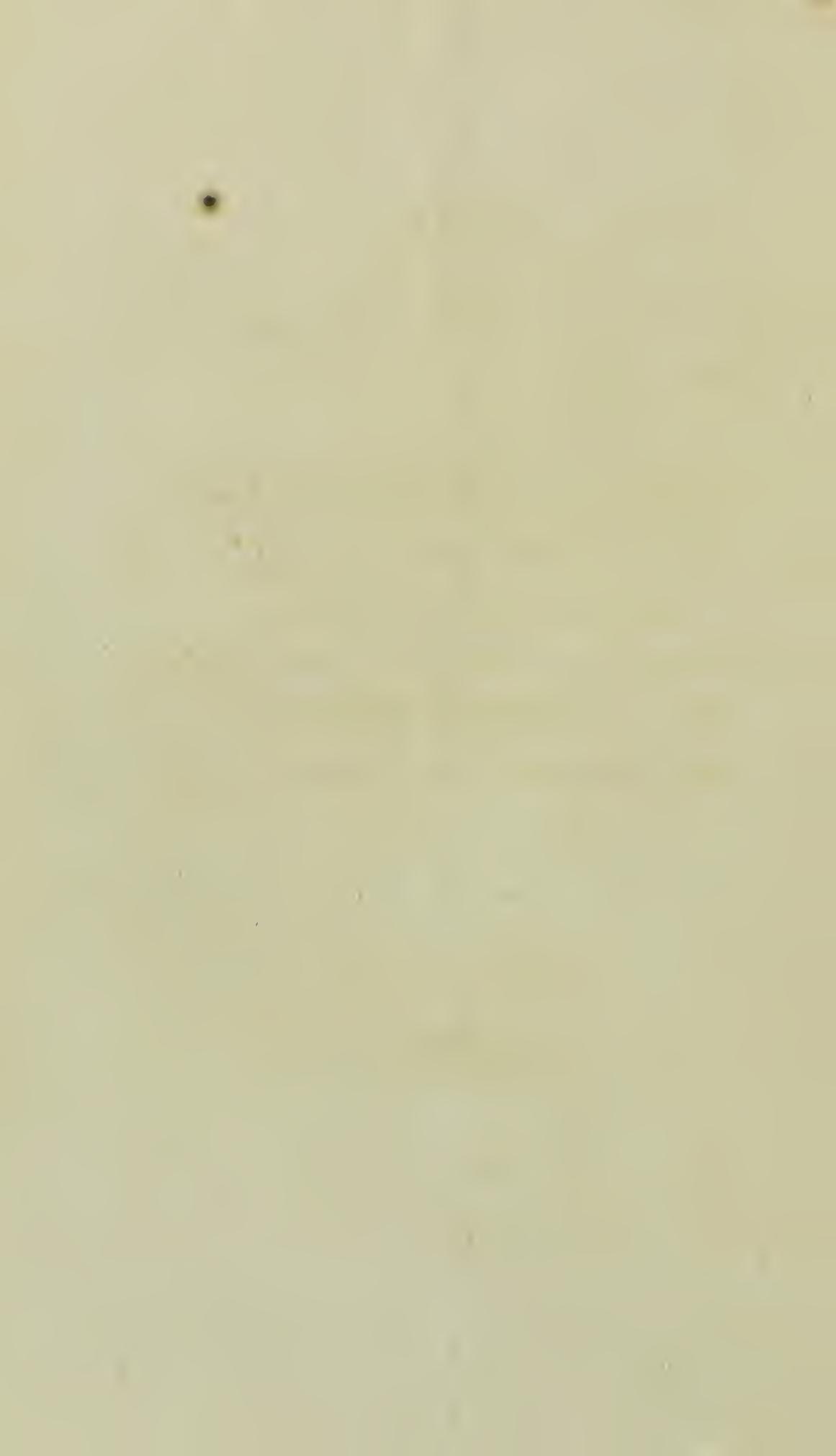
## THE INSTITUTION.

---

The South Carolina Institution for the Education of the Deaf and Dumb, and the Blind, is located at Cedar Spring, four miles south of the town of Spartanburg, and may be reached directly from Columbia by the Spartanburg and Union Railroad.

It is particularly requested that persons wishing to visit the Institution will make their calls on Thursday, in each week, between the hours of 8, A. M., and 1, P. M. Those who may be traveling, or so situated that they cannot make their calls on the regular day appointed for visitors, will be received at any time as exceptions to the general rule.

Persons wishing to see the Principal of the Institution on *business*, must make their calls on Wednesdays, and at no other time.





## BOARD OF COMMISSIONERS.

---

HIS EXCELLENCY R. F. W. ALLSTON,

*Governor of South Carolina, and President of the Board of Commissioners.*

HON. C. G. MEMMINGER, Charleston, S. C.

HON. S. McALILEY, Chester, C. H., S. C.



## *Intellectual Department.*

PRINCIPAL.

NEWTON PINCKNEY WALKER.

### TEACHERS IN THE DEPARTMENT FOR DEAF AND DUMB.

MRS. L. C. W. HENDERSON,

MISS M. J. CUNNINGHAM,

MISS S. J. WALKER.

### DEPARTMENT FOR THE BLIND.

PROF. JAMES S. HENDERSON, PRINCIPAL INSTRUCTOR.

MISS M. A. WALKER, ASSISTANT.

---

## *Domestic Department.*

PHYSICIAN.

M. A. MOORE, M. D.

### STEWARD AND MATRON.

MR. AND MRS. WALKER.

---

## *Industrial Department.*

R. P. ROGERS, MASTER OF BOOT SHOP.

JAMES C. TEMPLETON, MASTER OF CABINET SHOP.

T. C. DUTTON, MASTER OF WORK SHOP FOR THE BLIND.

## COMMISSIONERS' REPORT.

---

*To the General Assembly of the State of South Carolina:*

The Commissioners of the Deaf, Dumb and Blind, respectfully report: That during the past year the Institution has been conducted with the same measure of success which has hitherto attended it. The Report of the Principal, accompanying this Report, enters into full details on this subject, and will give much valuable information. The specimens of composition furnished from deaf mutes exhibit a fair average of improvement.

The Commissioners have also the pleasure of adding that much proficiency has been exhibited among the blind. Their performance in intellectual Algebra gave much satisfaction to the Commissioners who attended their examination; and the order and happiness which are exhibited in the establishment, reflect credit upon all connected with it.

The new building has advanced steadily through the past Summer, and it will be finished at the time fixed by the contract. As soon as the Spring advances, arrangements ought to be made for the requisite out-buildings, and for the complete furnishing of the establishment. The contract for the building authorized by the Legislature calls for \$30,000, to which must be added some extra work and charges for architect, requiring about \$2,000 more. Of these sums \$20,000 have been already appropriated, being a balance required of about \$12,000.

The out-buildings and furniture of the building, and arrangement of the grounds, fencing and contingencies, will in all probability consume from eight to ten thousand dollars; so

that the appropriation proper for the ensuing year would be about twenty thousand dollars. The Commissioners would confidently refer to the building and proposed arrangements for proof of the economy and faithfulness with which the objects in view have been pursued. They hope to present the State with an establishment more commodious, and far less costly, than any of those of our sister States, with an equal number of these unfortunate fellow beings.

All of which is respectfully submitted,

C. G. MEMMINGER,  
SAMUEL R. McALILEY.

December 4, 1858.

## PRINCIPAL'S REPORT.

---

*To the Commissioners for Deaf and Dumb and the Blind:*

GENTLEMEN:—In presenting to you this Annual Report, I may be allowed to express gratitude to the Giver of all Blessings for His manifestations of mercy to the Institution during the year now closed. It is true disease and death have entered our door, and snatched from us one dear youth. Nine years entire exemption from death, and almost from disease, in our large family, had well nigh induced us to think our location was free from epidemics, fatal in other places. In July last, one of the pupils, a dear boy from Charleston, Edgar Huguenin, son of Hon. W. F. Colcock, was taken sick, and died of typhoid fever in a few days. Since then, a little deaf and dumb servant lay for a time with the same disease, but was spared. The weather is now changed, and we see no indication of further spread of that dreadful disease.

The Intellectual Department of the school is in a satisfactory condition, notwithstanding some of the assistant teachers are young, and need more experience. What was otherwise wanting, has been mainly supplied by energy and perseverance. Uniform and strictly appointed labors give system and stability to the minds of both teachers and pupils. The plan has been adopted in the department for the deaf and dumb of appointing, to the higher classes, certain days in each week for particular studies. For instance, every pupil who is sufficiently advanced is required to write, immediately after public prayers on Monday morning, the Lord's Prayer on his slate or board. This done, and examined, he proceeds to write a Scrip-

ture lesson from memory, appointed to him in Sabbath School the day previous. No prompting is allowed, and his rehearsal and execution are carefully examined and corrected. A register is kept, in which the number of the verses so recited, and of the chapters, are placed to the name of each pupil for reference. The exercises of the school begin at 8, A. M. If any time remain after the recitation of Scripture lessons, it is occupied in familiar discourse, chiefly in the written language, sometimes on the fingers, on religious subjects, generally historical, until half-past ten. A recess is then given of fifteen minutes, to be occupied in walking and other exercises. After recess, time is given the first class, and all that are sufficiently advanced, for review of a lesson in Natural Philosophy, prepared on Friday night preceding, and then to be recited. The questions are written out, and so varied from the book as to change the form of language, and yet retain all important points of instruction. The skilful teacher, too, will avail himself of every opportunity to add any truths known to him to be more easily associated in the minds of his peculiar class at that time. This is the more important, because the school books in use, except those prepared especially for the deaf and dumb, are prepared in reference to the ear, when *thought* is the leading idea. But in the case of the deaf and dumb, *language* must have its place, as a means of further progressions. What is true in the manner of recitations in Natural Philosophy, is no exception in any other recitation. In all cases the teacher must hold in remembrance what his class knows, and be ready, at all times, to measure out the unknown in proportion to the capacity of his class. With great care, he must add or diminish the burden of thought and language as each case may require, so as to preserve healthful operations of the mind. The eye must be kept bright, and when a step on the floor is needed, it must be elastic and cheerful. No tear must be shed in a school-room by a pupil, except it be the result of reproof; and then it must

result from convictions of the mind, and not from anger. If there be time still remaining after the recitation of Natural Philosophy, a lecture on principles contained may occupy until one o'clock, when the school is closed. Those not able to study Natural Philosophy may be otherwise effectually employed.

On Tuesday, Geography and History; Wednesday, English Grammar and Analysis; Thursday, Arithmetic or Algebra, or Geometry; Friday, English Composition, Letter-Writing and Penmanship. All intervals within the week are filled up by compositions, conversations, &c. As a matter of course, a large portion of any school of the kind must be limited to fewer studies and a more monotonous routine.

The system now used in the United States for the education of the Deaf and Dumb has become so uniform, that I deem it almost unnecessary to say that in this school the natural sign language is relied on as the surest mode of communication between teacher and pupil.

The remark by the author of "The Land of Silence and the Land of Darkness," that "it must never be forgotten that in the education of the deaf mute every substitution of a gesture or sign for vocal utterance of that language, by which the rest of the world communicate with each other, is a step in the wrong direction," has doubtless provoked smiles of pity from American teachers. That such a substitution "tends to lower them (uneducated deaf-mutes) to the rank of mere animals," is declared by a fellow laborer, can only manifest his want of knowing what is being substantially done for deaf mutes elsewhere. Or, knowing his prejudices, circumscribe his benevolence, American teachers of the deaf and dumb are not unapprised of the value or merit of the system of articulation and reading on the lips. Nor are they in ignorance of certain representations made by the friends of that system. We know, also, that one of our number, when on a tour in Europe, called to see the English

barrister, the reputed wonder, an exponent of the system of articulation. We had heard much about his extraordinary powers of speech. And we well remember the report of that American teacher. That thirty years' labor produced an astonishing effect in the case of the lady of Norfolk, none need doubt; and that like results can again be had under like circumstances, is equally true. American teachers know this, and practice the system of articulation in cases of semi-mutes, and a very few of the highest order of mind of congenitally deaf children, with corresponding results. But it is equally well known that a very large majority of deaf mutes educated in the United States are deaf from birth; and, without the system of signs, would be hopelessly left at home in their "animal" condition. In American institutions the education of deaf-mutes, by means of the sign language, is the rule, and the education of semi-mutes by articulation the exception.

If the object be, in the establishment of institutions, to accomplish the greatest amount of good for our afflicted children, surely we will leave no known means unapplied. It is possible—indeed, highly probable—that in American Institutions, those taught by means of articulation are not so well instructed as in European schools, where this is their only basis of instruction. But, allow this to be so, what weight can they put into the scales which will in the least compare with the benefits arising from the use of the sign language in American schools, and those in Europe where the signs are used? This subject would not have been referred to in this report except the well known eagerness of parents, who have deaf and dumb children, to lay hold of every means which can, in any wise, benefit these children. And if, in any way, they could be so far misled as to believe that American schools are at fault, many would cast reflections on themselves because they had not availed themselves of all known advantages. This is not the first time that an American teacher has

felt himself called upon to meet influences calculated to produce unnecessary restlessness in the public mind.

The whole sum and substance of the matter is this, so far as I, myself, understand it: Where a child has from birth partial hearing, partial speech will follow; and then instructions by articulation may and will be available in degrees according to the peculiar competency of the child and teacher. If the child once heard, and while hearing, learned to talk, but subsequently lost hearing, the speech, too, will be lost, in proportion to the age of the child when the hearing was lost. And upon that degree of speech and age depend all efforts to retain what was learned, or to make advances. Generally, if deafness become total before the child is four years old, all that may be hoped for is to retain the use of such words as have been learned by the child. Some losing hearing at six, lose likewise speech almost totally. Exceptions to this, either in point of age or retention, or even advances in speech, may be found.

If the child be deaf from birth, no knowledge of sound can be communicated. Such a child, destitute of all knowledge of the nature of sound, peculiarly gifted in perception and imitation, may be taught in a limited degree to make certain irregular sounds expressive of certain meanings, and receive communications from his friends by *movements* of the mouth. But such communications cannot enter largely into a basis for instruction between him and his teacher. Once taught by means of the signs, he might then make some more advances in expressing what he knew. Spoken words themselves are only signs of things and thought, and *not the pictures* of them. These pictures must be drawn in the mind through some one or more of the senses. If all communication by the ear be cut off, all systems for the ear must alike be cut off. For though a movement of the lips be *seen*, that movement is only the sign, and not the picture. The thing represented must be brought before the eye of the deaf-mute, in fact or imagery.

The natural sign-language of that thing, thought or passion, is the only resort.

The department for the blind, under the direction of Mr. Henderson, still continues not only to give satisfaction, but astonishment to those who crowd his room of instruction, eager to catch thought as it flies. He keeps a schedule of appointments and requirements posted on his recitation room, printed in raised characters, so that his pupils can at all times proceed with great system. The proceedings of alternating days would be found something like the following: Roll called and public prayer at eight, A. M. Then comes, in alternate classes, Algebra, Reading, English Grammar, Natural Philosophy, Arithmetic, Geography, History, English Analysis, Writing, &c., with suitable intervals for recreation until one o'clock each day. In the afternoon music lessons are given, and after shop work is over, the orchestra or choir is practised.

The class as yet having been small, he has not thought proper to call to his aid a special teacher of music, and still continues to perform that labor in his own person, to the exceeding gratification of those interested.

Music to the blind is, in all countries, and at all times, a source of incalculable importance. The mind, deprived of the salutary impressions made through the eye by the beautiful, seeks its supplies through the ear. Some one, not now remembered, remarked, if he had the control of the music of a nation, he could govern that nation. It is by means of music all aesthetical pictures are drawn upon the blind man's mind. Let him but sound the key-note of a tribe or nation, and he enters the soul of that people. If they sing of plains and rippling streams, he looks out on expanse, and hears the playful waters. Do they sing of sullen and deep waters, he rides on the waves amid the eager throng, and with them looks on the distant spires as they rise above the curving sea. Do they sing of snow-capped mountains or burning sands? the mind takes its electric flight, and gazes on the scenery.

The joys of earth and ties are noted. And when Heaven is opened by angelic strains, he joins the celestial choir, and, in Paradisical contemplations, revels in the progressions of eternity. If the effects of music be seen and felt by the pupil, even within scholastic years, how much more need it be his attendant when in isolation he keenly feels the want of companionship. How blessed, then, must be one single note, as sounded in the old school choir, that will bring to his remembrance the dear Alma Mater!

The memory of the blind pupil is certainly unaccountable to seeing persons. Genius, it is true, might find a place along side the blind boy. But should she alike attend the courts of the mind of each, the sightless youth will stand the wonder of the world. Dr. Kitto, it is true, seemed to doubt the correctness of "the ordinary belief that the loss of one sense is compensated by the extraordinary development, acuteness and strength of another." This may not long be doubted by any one in possession of all his senses, who will take the trouble to compare his hearing or touch with a blind person, though his junior in years and general education, or his eye with that of the deaf and dumb.

But in this there is nothing miraculous. As in the case of the poor orphan, destitute of money and friends, he meets the world in trials and difficulties, until strength by success crowns him master of his enterprises. So the boy, destitute of sight or hearing, drawn out by the good old school-master necessity, quickens his pace, and strengthens his nerves to the platform of success. It must not be overlooked that Heaven has decreed,

Advantages out of disadvantages arise,  
Deprivations are blessings in disguise.

No being can know the powers of his own mind until circumstances develop them. A full supply of senses, money and friends, has tied down to earth many a noble mind, that would, less blessed, (?) have scaled the battlements to

usefulness and glory. Gliding over the well-regulated city, on the spring carriage of abundant supplies from the hand of his Maker, propelled by well restricted circumstances, the more favored youth drops the reins and falls asleep. When he arrives at the door of the world's demands and waitings, his but too feeble form publishes its own defects. How his account stands before his God, who did his talents multiply, must be determined elsewhere.

But, while it is my privilege to report the successful condition of the literary and musical departments for the blind, it is just and proper that I should note one defect in our present arrangement. It is the want of a suitable number and variety of amusements for the blind pupils while out of school. Experience has proven elsewhere, and here beyond all doubt, that a gymnasium is absolutely necessary for the proper development of the physical condition of the blind. Little in this direction has yet been done, for several reasons. The most prominent is the uncompleted state of our building, and the impossibility of regulating the grounds until that is done. Shop work, however regularly attended to, cannot supply this deficiency. We must have the natural excitement of the child or youth's hearty laugh and sportive glee. He must take his adventures on the play-ground, and feel the effects of success. Nature's voice must be heard. If her teachings be heard in youth, health of body and mind will be the reward; otherwise, emaciation of body and imbecility of mind. It is hoped within next year some attention will be devoted to this important matter.

The shoe and boot shop for the deaf and dumb continues in a prosperous condition, under the management of Mr. Rogers, who has for several years controlled it in his own way. Being an educated deaf-mute, he is the more competent to instruct the boys in their own language. Their services are given him for his instruction. He makes his purchases and sales, keeps his own books, and has whatever profit may arise. Cer-

tain hours in each day are appropriated to labor, and already have gone out several good workmen.

The shop for the blind, under the care of Mr. Dutton—a blind gentleman—has been, owing to his sickness, under way only a part of the year. Enough has been accomplished to show the advantages and practicability of his operations. The brooms have had fair sales, with still better prospects when the broom corn shall be sufficiently grown in the country, so as to avoid the cost of too much transportation. Some beginning has been made in the manufacture of foot-mats.

The assistant shop master, Mr. Templeton (a mute), has been chiefly engaged for the past year constructing out-houses, and making other improvements. This he will continue to do until sufficient rooms are completed to enable us to re-open the cabinet shop.

Thirty-six pupils have been under instruction within the year. Informal applications have been made for others, and some blanks have been sent out to be filled. These, as will appear on the list, have not all been in attendance at one time. The school proper has numbered from twenty-eight to thirty. Before the institution of the department for the blind, the number of deaf and dumb was greater. The increased division of dormitories for the health and safety of so many different classes of persons has served to diminish the number. More than thirty cannot well receive the attention necessary until the new building is completed. With the contemplated facilities, hope may be entertained of meeting the entire demand.

It may here be stated that the work is progressing, and confidence is sustained that the building will be completed within the contract time.

By reference to the table of expenditures will appear the monetary affairs of the Institution. The whole business transactions foot up a little more than seven thousand dollars, which

was the amount appropriated for the support; but, on examination, the actual cost of the Institution to the State for the present year will be found six thousand eight hundred fifty dollars and eighty cents. Within this cost is included the cost of the corner-stone, plate deposited, &c., labor employed on the grounds, and other things not heretofore appearing in the reports. The cost of clothing furnished indigent pupils, too, is greater than at any preceding time. Under the best regulations had for the purpose of securing a proper supply of clothing for children, we have been unable to avoid some irregularities. It is frequently the case that parents bring in their children insufficiently clothed. Sometimes small amounts of money are handed over and placed to their credit, with requests that any deficiency may be supplied and charged to them. The clothes must be had in order that the children may appear respectably. They are purchased and charged as requested. And I am sorry to be compelled to say, a few have failed to meet these charges. Your Principal has discharged these debts out of his individual funds, or they still stand charged against him. It is not expected by the merchants who supply these articles, that he will introduce any name to them by which they are to suffer loss. And, as a matter of course, he is looked to for redress, and must, in the nature of the case, favorably respond. This condition of things is incidental to all establishments of the kind. In other States it has been found necessary to issue bills of clothing to be furnished each pupil before his reception. We shall be compelled to adopt a similar course, notwithstanding the difficulties which lie in that direction. We are well aware that cases do occur when parents are too poor to clothe their children decently at home; and could not, from the same cause, meet the additional expenses of better clothing at school. Could these cases be singled out, a liberal construction of obligation would meet the demand; still, it is presumed, that few such cases exist in any part of our State. When found, hope is confidently

entertained that a sufficient number of liberal citizens will see to it, and have clothes prepared. The plan proposed is, that assurances be taken, when thought necessary, before reception of pupils, that the clothing will be furnished according to regulations. Blanks have been printed for this purpose, and must be filled, in all cases, by petitioners. Difficulties, however, will arise on the other hand by this restriction. All men who have labored to elevate their race, know how difficult it is to enlist the feelings of those in the extreme walks of life. Even in the Free School systems which have been instituted, many are the parents who cannot be induced to send their children though they be beneficiaries of the State. We must meet these difficulties as others have, and do, in the best possible manner. In some of the States, perhaps most of them, where schools have been established for the Deaf and Dumb, and the Blind, agents have been sent out to look after proper subjects. It has been suggested that the more effectual plan would be for ministers of the Gospel, of every name and order, to take this in their circle of labors. Let every one within his congregations, circuits, parishes, or other locations, inquire among his communicants for afflicted children, and when found, use his influence to bring them to school. In this way already several children have been brought in. And now the hearts of those manifest servants of God are gratified, even to overflowing, when they come to the Institution and find these once lost children to society, now with sparkling eyes and eager ears, gladly catch the words, or press the hands of their benefactors. Surely there is not one minister of Christ within the State, who would feel it a burden to grant us this request, and perform a labor of love and mercy. In this way soon every child, in whatever circumstance of need, would be sought out and brought to school.

It will surely be our pleasure, as citizens of the commonwealth, to bend our energies to the accomplishment of the greatest possible amount of good. Allow me, then, to say,

through you, to the ministers of the different branches of the Church, that our most confident reliance is in them, to see that no afflicted child, however poor, in their congregations, be allowed to pass by the blessing of this institution.

Seek them out, and say to the parents, there is a home and school for them at Cedar Spring, where all the comforts of life will be prepared for their bodies; and where, by the blessings of Heaven, light and life may illumine and quicken their minds, and where the soul may break its fetters, and be prepared by the favor of God to make advances in the kingdom of Christ.

As a matter of course, this request is not made in reference to parents of cultivated minds, who know well their objections, and feel prepared at all times to forego any deprivation for the welfare of their children. Such parents need little encouragement to do their duty.

The sum of seven thousand dollars, as heretofore appropriated for the support of the school, is presumed to be sufficient for the next fiscal year. A suitable amount for the completion of the buildings, and improvement of the grounds, will be necessary. Your acquaintance with the state of the funds will enable you to determine more correctly what that amount should be.

I am gratified in being able to state that Mr. Hughston has returned to his class in improved health and vigor. He is a young man of quiet manners and acknowledged merit.

Domestic tranquility is desirable everywhere. In an institution like this, harmony in, and stability of government, are essential elements. Examples of morality and piety can accomplish more than all other elements of discipline. Many are the painful proofs before the world, of the unsalutary influences exerted by teachers of strong intellectual powers, but morally deficient. It must not be overlooked that children are creatures of imitation. The language of signs is ever developing the powers of the child to notice every motion of the body. And so minute is the observation of deaf mutes,

that they will catch passion and character when and where one possessed of all the senses would observe nothing peculiar. If, then, it be true, that the progress, manner, happiness and well-being of deaf mutes, be influenced by every gesture and motion, and even the person of those under whose charge they are placed, how all-important it is that great care be taken in the proper selection of assistant teachers. As in a book the geography of the whole world is condensed to the observation of the pupil, so in the person of a teacher is concentrated the fashion and etiquette of the world, so far as his pupil is concerned. Nor is it less so with the blind child. His ear will catch the tones of voice, subjects of conversation, manner of address and other influences, and pattern his life. A word, a laugh, a breath, from an associate, may seal the destiny of a blind child. He who is able to detect the presence of an object, by the compression of atmosphere on his face and body, can never be indifferent to, or uninfluenced by, the least intimations of moral character. A word spoken is not to him so liable to dissipation as with the seeing. Shut out from scenery, and that which brings diversion to the many, words find a lodgment in his mind, and are then examined and filed with their influences, for weal or for woe. What the external world is to the whole being of man, through the eye, by means of the enterprises of all the industrial and ornamental pursuits, so the internal mind-sheet is to the whole being of a man through the ear. So that Cedar Spring, with its appliances in the forms of books, architecture, natural scenery, principles and men, constitutes the museum of the world to its youthful population in incipient scholastic life. May God in mercy preserve the sacred spot, and make it the Jerusalem of the afflicted sons and daughters of the State.

I have now to repeat what I have said in other reports. To noble minded citizens—men and women whose benevolence and philanthropy know no bounds—is this Institution indebted for its existence. In the Legislature, and out of it, by the fire-

side and in the walk, their voices have been affectionately, officially and effectually heard. When their mortal bodies shall have re-united with dust, and their pure and holy spirits returned to God, gentle breezes shall wave the boughs of these old oaks, and these majestic walls shall stand as monuments of their beneficence.

N. P. WALKER.

LIST OF BENEFICIARY PUPILS UND  
TION WITHIN PRESENT FISCAL

**DEPARTMENT FOR THE DEAF AND DU**

NAMES.

RESII

Elizabeth J. Hughston, (a)	Spartanburg Dis:		
Martha A. Stewart, (a)	Greenville	"	"
Joseph H. Hawkins, (a)	"	"	"
Jerry Hawkins, (b a)	"	"	"
James S. Hagins, (b a)	Laneaster	"	"
Robert M. Hagins, (b a)	"	"	"
Margaret Sparrow, (a)	Spartanburg	"	"
Mary J. Templeton, (a)	York	"	"
Jane J. Rogers, (b a)	Cedar Spring,		"
William H. Rogers, (b a)	"	"	"
Luthur C. Halfaere, (b a)	Newberry C. H.,		"
Zabdiel E. Ayer, (b a)	St. Paul's Parish,		"
Naney Watson, (b a)	Anderson	"	"
Augustus W. Brunson, (b a)	Clarendon	"	"
John W. Major, (b)	Anderson	"	"
Robert H. Sloan, (b)	Pendleton	"	"
Erasinus D. Smoke, (b)	Barnwell	"	"
William J. Miller, (b)	"	"	"
Seaborn J. Wilson, (b)	"	"	"
Margaret Burress, (b)	Anderson	"	"
Dolphus McC. Cole,	Spartanburg	"	"
Isabella N. C. Readhimer, (b a)	Lexington	"	"
James T. McElhaney, (b a)	York	"	"

13/12/0

NAMES.	RESIDENCES.		
Perry F. Clark, (b a)	Greenville	District,	S. C.
Nancy A. P. Clark, (b a)	"	"	"
Samuel Sumner, (b a)	Union	"	"
Smith Blanton, (a)	Spartanburg	"	"
Rosella Crow, (b a)	Greenville	"	"
Rebecca Bettis, (b a)	"	"	"
Bartimeus Coley, (b a)	Laurens	"	"
Suprey A. Chisholme, (b a)	Chester	"	"
James Lynn, (a)	"	"	"
Kittie F. McComb, (b a)	Abbeville	"	"
John Beahan, (b a)	Charleston	"	"

\* Those marked (a) in the preceding list were under instruction First Quarter. Those marked (b), Second Quarter. Third Quarter same as second, with Dolphus McC. Cole added. Fourth Quarter same as Thrid.

# REPORT OF EXPENDITURES.

*Commissioners for the Deaf and Dumb and the Blind in account with the Principal and other Officers of the South Carolina Institution, for Fourth Quarter, present Fiscal Year, commencing October 1st, 1857, including recapitulation of First, Second and Third Quarterly Reports.*

25

BOARD OF STATE PUPILS.		DRAFTS RECEIVED.		
		Jan. 26.	For First Quarter, . . . . .	600 00
Jan'y 1.	\$675 00	May 6.	For Second Quarter, . . . . .	600 00
April 1.	650 00	July 5.	For Third Quarter, . . . . .	600 00
July 1.	675 00			600 00
Oct. 1.	675 00			1,800 00
	2,675 00			
			Paid by parents and friends with- in the fiscal year, . . . . .	203 75
				203 75
				203 75
BOARD OF PAY PUPILS.		Materials for or articles of Cloth- ing, &c., exchanged or sold, Payment received for articles sold—Vouchers B, For articles sold or in the hands of Agents—payment not reported —supposed value, . . . . .		
First Quarter, one in part, . . . . .	22 50		1 10	
Second Quarter, 2 in part, . . . . .	50 00			
Third Quarter, 2 in part, . . . . .	50 00			
Fourth Quarter, 1 and fraction,	28 33½			
		150 83		
Materials for, or articles of Cloth- ing furnished, indigent pupils— Vouchers A, . . . . .		Articles and materials on hand—supposed value, Books, Stationery, &c., sold to pay pupils and others—Vouch- ers E, . . . . .		
	261 86		1 17	
Materials for Shops, Freight, Tools, &c.—Vouchers B, . . . . .	55 92			
Labor employed on the grounds— Vouchers C, . . . . .	104 16			
Furniture—Vouchers D, . . . . .	92 57			
Books, Stationery, Musical Instru- ments, &c.—Vouchers E, . . . . .	112 73			
			5 20	
			Proceeds from printing—Vouch- ers, . . . . .	.....

## REPORT OF EXPENDITURES—CONTINUED.

Printing, Advertisements, Blanks, &c—Vouchers F . . . . .	14 37	
Materials for improvements and repairs, including freight— Vouchers G, . . . . .	193 55	
Error in last Annual Report, in favor of the State, now cor- rected—Vouchers H, . . . . .	14 36	
		849 52
		<b>26</b>
<b>SALARIES.</b>		
S. P. Walker, Principal, . . . . .	300 00	
Mrs. Walker, Matron, . . . . .	75 00	
		<b>177 22</b>
<b>TEACHERS.</b>		
<i>Department for Deaf and Blind.</i>		
Miss M. J. Cunningham, . . . . .	75 00	
Miss S. J. Walker, . . . . .	75 00	
<i>Department for the Blind.</i>		
Mr. Henderson, Principal Instructor	175 00	
Miss M. A. Walker, . . . . .	50 00	
		<b>85 75</b>
<b>MECHANICS.</b>		
<i>For Repairs, Improvements and Shop Work.</i>		
J. C. Templeton, . . . . .	60 00	
T. C. Dutton, . . . . .	60 00	

Materials sold and labor done for  
others, by shop masters—  
Vouchers G, . . . . .

Error in last Annual Report;  
against the State, now cor-  
rected—Vouchers H, . . . . .

PHYSICIAN.			
M. A. Moore, . . . . .	25 00	895 00	
<i>Amounts for Salaries sent up for</i>			
First Quarter, . . . . .	860 00	Jan. 26.	860 00
Second Quarter, . . . . .	895 00	May 6.	895 00
Third Quarter, . . . . .	835 00	July 5.	835 00
	2,590 00		2,590 00
Total, . . . . .	\$7,160 35	Total, Balancé paid,	\$4,770 97 2,389 38 \$7,160 35

## PHYSICIAN'S REPORT.

---

GENTLEMEN:

Another year has passed, and the time has arrived for me to submit to you another report. It is my painful duty to announce to you, that within the present year death has removed one of the pupils from the Institution.

The subject of this was a son of the Hon. W. F. Colcock, of Charleston. He was attacked August 5th, with typhoid fever, and died after a brief illness.

Since then, the pupils in both departments have enjoyed uninterrupted good health. I would again suggest to your deliberations the advantages of a Gymnasium in connection with the Institution, principally for the benefit of the blind.

All of which is respectfully submitted.

M. A. MOORE, JR., *Physician.*



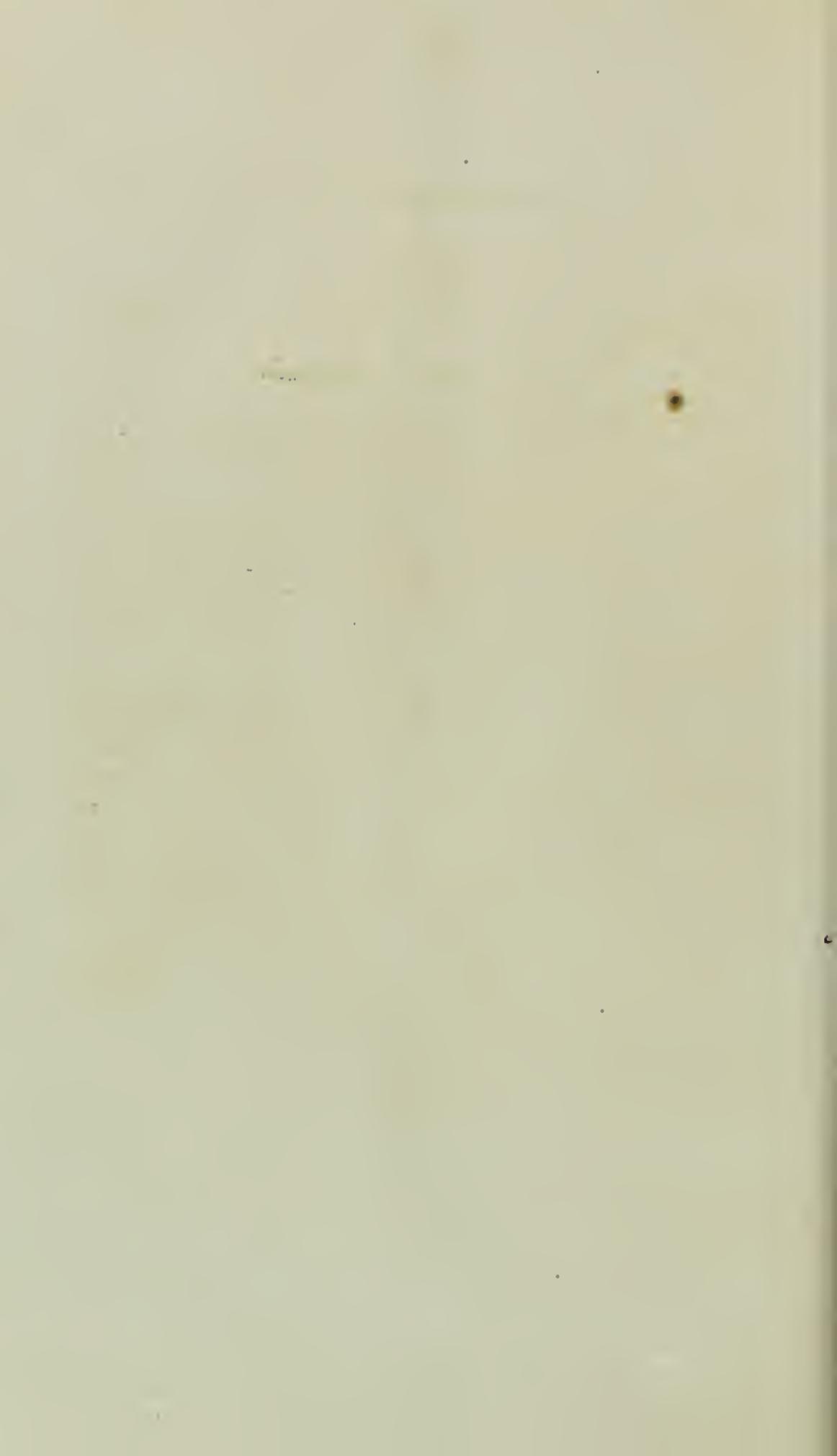
---

SPECIMENS OF COMPOSITION

BY THE

Scholars belonging to the Institution.

---



## SPECIMENS.

---

*By a Boy Eleven years old—under instruction eighteen months.*

### **MY LITTLE BOY. DOG**

I have a little dog. He is very pretty, and his legs and tail are all white. He has three black spots on his back. My father and my brother David went a hunting one day. They saw the same dog lying in a large hole in the bank near the brook. They found the dog. The dog was lost in the woods. My father almost killed the dog, because he was afraid that the dog was the mad dog. He examined him, and found the dog was not a mad dog. He called the dog and came from his bed. The dog followed my father for home. I was glad to see my little dog. I sometimes take my little dog, and put him in my little cart. He is not afraid. I had put some short ropes on my little dog's back. I have put him in two shafts. I drove my little dog to draw the little wagon. My little dog did not draw it. I whipped him for he would not draw it. I often tease my little dog. He sometimes bite my hands. My hands get very hurt. My little dog often fights and quarrels with another dog. He always watches at night. He is a very small dog. He cannot bite any persons. My little sister Laura loves to play with my little dog. He sometimes hurt her, but she does not care about it. My little dog sometimes bite her hands. She sometimes cries.

*By a Girl Thirteen years old—under instruction two and a half years.*

### **SNOW.**

We may have snow next winter. When the snow falls on the ground the snow birds will be glad to have it. The snow birds love to hop on the snow or ice. Snow is never black. Snow is always white. Some little boys and girls love to eat snow. In a few days or weeks they cough, and then their mothers ask them what is the matter with them. The boys and girls confess to tell their mother that they swallow snow. Some boys like to ride on sleds, and they slip on the snow or ice. Some horses slip on the ice and fall. Some careless boys walk on the ice fast. The ice break, and the boys fall in the water. When the snow falls we must take care to walk on it. If we do not take care we might fall on the snow or ice. I read the book about the snow in the North. Some boys of the North often ride in sleighs drawn by ten or five horses, and travel to visit their friends. When the snow falls, how can the birds eat some things? They can come round barns and eat corn and hay-seeds. When the snow falls on the ground, some men often go in the forest and shoot squirrels, rabbits and birds. If some boys won't come to warm their hands, they would get a cold. When the ground is covered with snow, we will often see the little snow birds come round houses. I heard some Indians took and put some babies in the bushes when the snow fell. The snow covered the babies. Last February or March the snow and sleet fell on the limbs. The limbs were heavy and broken, and fell. Snow looks beautiful, and so white.

*By a Boy Thirteen years old—under instruction three and a half years.*

**THE TOWN OF NEWBERRY.**

I live in the town of Newberry. My father lives there. His store-house stands near the depot. He stays in his store-house, and sells his dry goods to the people. I was at the town of Newberry last winter. My father, my sisters, brother and I, went to see the circus there. Last vacation commenced on the ninth of December. Some pupils went home and visited their parents. Mr. Walker went to the town of Newberry. Then he went to Columbia, and brought some pupils in the cars, and reached the town of Newberry. Mr. Walker took me to ride in the cars. We came to school. Rev. Barnett and his family moved from Newberry. Now they live in Spartanburg. I am staying in Cedar Spring of Spartanburg, I am going to school and study my books in Cedar Spring. My father was raised about four miles from the town of Newberry. I will live with him when I will be a graduate. I will help him, and stay in his store-house. I heard that Mr. Deason lived in Newberry. He killed his uncle with his gun. He was a murderer. He staid at Mr. Houseal's prison. The town of Newberry has many distinguished men, some churches, a college and school-houses.

*By a Girl Thirteen years old—under instruction four and a half years.*

#### **THE LAST VACATION.**

The last vacation commenced on the ninth of December last. Some of the pupils left here for home for a short time before, or a short time after, the vacation. But a few of them disperse exactly. On the same day, Rev. N. P. Walker took one deaf and dumb boy from this institution for Columbia, to meet his father. I also went there with them. On our arrival in Columbia, we met Mr. W. F. Brinson there. Mr. Walker asked him to take a care of me, and he consented to do it. Then he took his son, Augusta, and myself, and rode in the cars for Sumter C. H., S. C. When we arrived there, and rode in a carriage for my uncle, B. M. Holmes. I did not know was his house. The carriage stopped where my uncle lived. I saw aunt Martha; and cousin Mary ran out of the house and embraced me, and kissed me with gladness. I was extremely glad to see my connections because I had not seen them for a long time. My parents do not reside there, but they reside at Cedar Spring, near this. They are both deaf and dumb, and have five children, all deaf and dumb. I staid there for five weeks. I was corresponding with my parent. I had not received any reply from my father for a long time, but once. About one or two weeks after my arrival in Sumter, Cousins Mary, Willie, George and myself, went to a circus there. Before entering the gymnasium, we saw a young lady walk on a wire with a heavy pole in her hands. She did not fall, but walked with great firmness. After five weeks, my uncle, Rev. D. W. Cattino, came to Sumter to take me for Georgetown. He resided there. On the next day he, Cousin Mary and myself, rode in his carriage. Then he rode in a carriage for two days, and arrived there. When I saw my sickly aunt sitting by

the fireside, I was sorry to see her so sickly. She looked so sadly. I tried to cheer her up. While I was at Georgetown, she often gave me exhortations. I occasionally thanked her. She frequently gave me permission to visit my friends, and walk about the town of Georgetown. I occasionally obtained pleasures of visiting there. My uncle took me and cousin Mary to walk to the steamboat named Nina, at the Bay of Winyaw. We visited the rooms which nice and neat. I liked to stay in Georgetown more than I did in Sumter.



*By a Boy Nineteen years old—under instruction six years.*

**THE INSTITUTION BUILDING.**

Mr. Jones, the architect of the buildings of South Carolina, will be here this month to examine the building which is in the opposition of this old brick house. He said that several parts of it were in bad condition. The workmen pulled them down, and fixed them again in good order. The building is established as a school for dumb and deaf, and blind. It is surrounded by oak trees, which is called grove. It gives us pleasure by showing its beauty and fine form. The gentlemen and ladies will have pleasure of witnessing it when it is finished. Before the building was commenced at Cedar Spring, Mr. Walker, the President of it, and his friends, informed the Legislature of South Carolina that it was better for the building to be established here. Some a few others had a desire to establish it in Columbia. But at last the Legislature determined to allow it to be established at Cedar Spring because the place is healthy. It costs 30,000 dollars.



*By a Boy Seventeen years old—under instruction seven years.*

#### **AMERICA.**

A part of North America, in which we live, is called the United States. The people are almost all engaged in agriculture, manufactures and commerce. The inhabitants of the United States are called Americans. Before the white people came to America, the Indian resided in it. When the former came to it they drove the Indians out of their settlements. Now the latter are diminished. There are many railroads, steam-boats and other things in the United States. They are increasing fast. The Amazon is the largest of all the rivers in America; the second, Mississippi; the third, Missouri.

The Western continent has two divisions, viz: North and South America. They are extended from Atlantic to Pacific Ocean. I suppose that many poor people left their native country of Ireland and came to America. The Atlantic Ocean is situated between America and Europe and Africa. It extends about three thousand miles from the eastern to the western continents. The United States are republic, and they choose a good man to be the President of the United States. Washington is the capital of the United States. Columbus discovered America in the year 1492, before Pilgrims came to it. No person had sailed across the Atlantic Ocean before. He was a brave man.

*By a Boy Nineteen years old—under instruction six years.*

#### **PUNCTUALITY.**

We must endeavor to study our lessons in our books with punctuality. And also we must go and cut wood and do other things. One of my books informed us that some poor orphan boys endeavored to study their lessons in their books with punctuality. They became members of Congress, commissioners, merchants, or President. They were remarkable for their punctuality. They were loved and respected by their friends. Hon. Calhoun strived to study his books with punctuality. He became a member of Congress. He was noted for his great wisdom and goodness. One of our commissioners, when he was a poor orphan boy, strived to study punctually his books. He is loved and respected by his friends. Our Commissioners pay punctually Mr. Walker, and his assistant teachers, for teaching. In this Union, many young apprentices must be engaged in occupations with punctuality, because they may make money and purchase food and clothes for living. If some of the customers frequently pay their debts with punctuality, they will be remarkable. And also, they may be loved and respected by their neighbors, for punctuality in the payment of their debts. Some of the boys in Barnwell District went hunting otters, which came upon the shores of the Edisto River, and sat on there to eat fish. They crept slyly and softly, and shot and killed them. They sold the skins of the otters and got money. We must pay our debts with punctuality. The locomotives and cars frequently run on the railroads with punctuality. But other locomotives sometimes strike against others without punctuality. They are both broken, and also some of the passengers are killed. It is better for them to avoid being struck by other cars.

*By a Boy Twenty years old—under instruction seven years.*

#### A KERNEL OF CORN.

The people see corn every day without considering the multiplication of a single kernel of corn. A few of them are thirsty for the knowledge of the mystery of the kernel. They are called philosophers. They are addicted to study the nature of things in or on the earth. I don't profess to know much of philosophy, for I have not learned it much. But I will try to write on the above subject a little. I wish my readers to understand that I write on this subject which with what I got acquainted and saw. I believe that one hundred acres of land could be covered with corn from a single kernel in a few years. This seems impossible. But if my readers should take the matter in further consideration, they would be convinced of this truth.

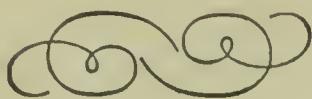
A kernel of corn is dropped in good earth in Spring. God causes rains. The sun warms the earth and causes the kernel to grow. As the earth is full of all kinds of matter, the corn has some of these kinds. Therefore the roots of the corn feed on the matter which ascends through the pores of its stalk. Thus the stalk grows till in July or August, when it is grown. The ears of corn on the stalk are not matured yet. It wants some time to perfect their maturity. The time of their maturity generally takes place in October.

A good stalk is generally eight feet high, and bears three ears. The ears are pulled off the stalk and shucked.

Now, suppose there are ten rows of kernels on each ear and thirty kernels in each row. By reckoning the sum it will be found that nine hundred kernels came from the single one! This is a wonderful thing.

Again, next year, plant these nine hundred kernels. If the

corn be three feet apart each way, twenty-seven hundred ears could be got in the Fall, to say nothing of destructive worms, crows, &c. This is sufficient to cover for the next year's crop, more than one hundred acres.

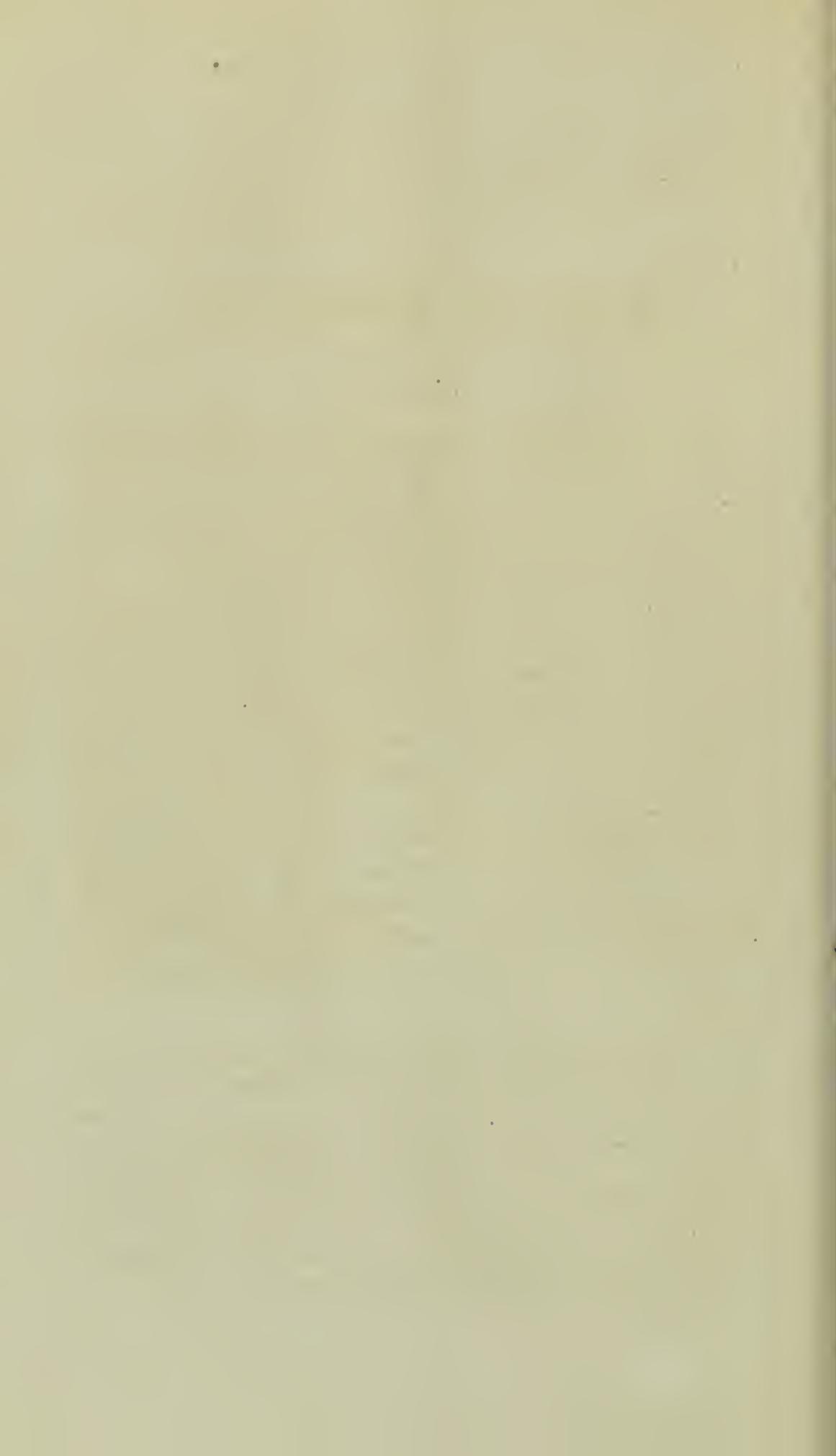


*By a Young Man—under instruction five years.*

### **RELIGION.**

Religion is supposed to be of two kinds, true and false. The former includes a belief in the existence or the eternal life of our Maker, who created the whole universe in a state of unknown extent. The latter is that worship which idolaters pay to idols or images, which they consider to be a great relief to them. The idols or images represent persons, beasts, birds, &c.

Christians are persons who believe in Christ, the Saviour of sinners. If they love and serve God with their whole hearts, they are religious. It is our duty to revere God with the wholeness of our hearts, because He is our Heavenly Father. If we do not feel religious, we must pray Him to cause us to be so. Any person who assumes an appearance of piety or virtue, and is destitute of true religion, he or she is called a hypocrite. Hypocrites love to be rewarded by mankind. Their hypocrisy is an abomination to God. I am going to say something about the religion of the Greeks of ancient times. Believing that there were three classes of gods, the Celestial, the Marine, and the Infernal, the Greeks supposed that the first resided in the sky, the second in the sea, and the last in the gloomy places under the earth. Jupiter, as they considered, was the greatest god of all the other deities. When it lightened and thundered, they thought that he was angry, and was casting his thunderbolts about. They thought that Apollo was his son, who was the driver of the sun drawn by four horses, and was running round the earth every day. If they had not known anything about the true God, I do not think that their curious ideas were an abomination to Him, but he had mercy on them, for He sent His son, who is our Saviour, to live among the ignorant inhabitants of the earth and teach them to worship Him.



## Terms of Admission.

1. Parents applying for the admission of children expecting the benefit of the State appropriation, will address the Principal, who, upon the reception of such application, will return by the next mail, to the applicant, a blank petition to be filled out as therein directed. The first, second and third "forms" having been regularly filled, the petition will be sealed and sent to the Commissioners, whose address will be pointed out to the applicant. They, on being satisfied that the terms have been properly complied with, will order the admission of the pupil. This order, thus signed by the Commissioners, will be returned to the petitioner, or sent directly to the Institution. If sent to the petitioner, the "order" must, in all cases, be presented when the pupil is brought. If sent to the Institution, the Principal will forthwith notify the petitioner that such order has been received, and his readiness to receive the pupil.

2. Persons applying for pay pupils will address the Principal directly.

3. "Bills of Clothing" will be sent out to parents, specifying the number and quality of garments. These bills must be filled, and returned when the pupil is brought, so as to be compared with the articles furnished and regularly filed.

 Every article of clothing must have the initial letters of the pupil's name on it, made either by indelible ink or by thread of unfading color. The whole must be neatly packed in a good trunk, with a good lock and key.

4. A small amount of money, say five or ten dollars, will be required to be deposited with the Principal, and received, for the benefit of the pupil, should need require.

5. Name of the pupil in full, age, cause of deafness or blindness, a statement of present health, and of diseases had, such as mumps, measles, whooping-cough, &c., and any disposition to fits, or sudden attacks of any kind, will be required.

6. New pupils received on the 1st of October, second Wednesday in February, or second Wednesday in July in each year.

7. Pay pupils charged \$150 per session of ten months.

8. Age determined by Commissioners in each individual case.

9. No deduction for temporary absence.

10. Payments are always to be made six months in advance.

11. Parents, on arriving at the Institution, will enquire for the boarding-house.

12. No pupil to be removed from his class at any time without the consent of the Principal under forfeiture of position.

13. Sessions will commence second Wednesday in February, and close second Wednesday in December.



